



P.2 READING SELF-STUDY LESSONS SET 2

LESSON 1

THEME : Our Environment

SUB-THEME: Common animals

CONTENT : sound /er/

Learning outcomes:

By the end of this lesson, you should be able to:

- Sound the letters correctly
- Blend the sounds to form correct words
- Identify /er / sound words
- Read, spell and write / er/ sound words correctly
- Construct oral and written meaningful sentences using /er/ sound words
- Read and write sentences with /er/ sound words correctly

Sound /er/

Introduction

Dear learners, you are welcome to this lesson, we are going to look at | the family of /a/ sound; this family has many diagraphs that are written differently but make the same sound.

They all help us to read many words that are made out of them. These are:

/er/ /ur / /ir/ /ar/ /u/

Let us begin with **sound /er/**

- Roll your hands over each other on your stomach like a mixer and say, er-er –er –er
- Say the sound several times to perfect its pronunciation.
- Practice writing the sound in the air, on the table and in your book.
- Sound, blend and form words, then you read, pronounce , spell and write the sound words correctly.

Read the words of the sub-theme

h-er-d	herb	cobbler
w-i-nt-er	herbal	
l-e-tt-er	computer	
r- u-nn- er	market	
sister	vender	
mother	tender	
father	feather	
term	mixer	
her	improper	

Now construct oral and written meaningful sentences using the formed words and practice reading them

Examples of sentences with sound words

1. My sister is in the computer room.
2. The market vender is selling mangoes.
3. My father went to the cobbler in the last term.
4. My father is a herbalist.
5. I went to the market with my brother and sister yesterday.
6. The cobbler cleaned the shoes using feathers.
7. The singer made a loud noise.

Exercise

1. Read and draw
Cobbler mother sister fisher man
2. Show the sounds in these words
term _____ sister _____ herb _____
3. Write the last sound of the word given
singer _____ vender _____ feather _____
4. Make correct sentences using the given words
Feather _____
Mother _____
Market _____
Third _____

LESSON 2

THEME : Our Environment

SUB – THEME : Common animals

CONTENT: Reading words of the sub-theme

Learning outcome:

By the end of this lesson, you should be able to:

- Identify common animals in our environment.
- Pronounce, blend read and write the related words correctly.
- Construct oral and written sentences using the learnt words.
- Read the related sentences correctly.

Reading words of the sub-theme

Introduction

We are going to read words of the common animals in our environment.

Start by naming the common animals you know and write their names down.

Blend, read, spell and write these words

cow, kid, lamb, zebra, calf,
duck, pig, rabbit, goat, hyena,
cat, dog, parrot, piglet, lion,
sheep, kitten, elephant, monkey, leopard. hawk

Make sentences using these words

1. A cow gives us milk.
2. A kid is a young one of a goat.
3. A lion is a cunning animal.
4. A zebra is the most beautiful animal.
5. That kitten is so playful.
6. A zebra has white and black stripes.
7. I have a pet dog at home.
8. A hyena is a very wise animal.

Exercise

1. Read and draw

pig	monkey	lion	kitten

2. Fill in the missing letters

a_ _mal p _ _rro _ _ _ _ow l _ _on d _ _ck

3. Show sounds in the words below :

elephant _____

grass _____

lamb _____

4. Re-arrange the given letters to form correct words.

Mbla_ _ atc _ _ _ gip _ _ _ pshee _ _ _ fcal

5. Write these sentences correctly

eating grass The cow is _____

two puppies The dog has _____

two leopards in the zoo There _____

LESSON 3

THEME : Our Environment

SUB - THEME: Common animals

CONTENT: A Poem

Learning outcomes:

By the end of this lesson, you should be able to:

- Read the poem correctly and understand it
- Answer the questions from it correctly

Introduction

This poem is about animals; a lioness, a sheep, a cow and a dog are talked about. It has four stanzas.

- Read it, identify new words, look up the meanings of those new words
- Construct sentences using those words after you read the poem

COMMON ANIMALS

I am busy, busy roars, the lioness,
Busy hunting in the forest,
Busy trapping animals,
Busy attending to my cubs,

I am busy bleats the sheep,
Busy suckling my lambs,
Busy cleaning my wool,
Busy eating grass in the field,

I am busy moos the cow,
Busy feeding the calf,
Busy giving milk and beef,
Busy waving the tail to chase the flies,
Busy moving up and down in the kraal.

I am busy, busy barks the dog,
Busy barking at thieves to protect my master,
Busy feeding my puppies,
Busy moving up and down in my kennel.

Questions

1. Which animal is busy hunting?
2. Which animal is suckling its lambs?
3. What is the title of the poem?
4. How many stanzas does the poem have?
5. Which stanza is talking about a cow?
6. Which animal gives us milk and beef according to the poem?
7. Give the sound made by these animals
Lioness _____ dog _____
8. How many lines does the second stanza have?
9. Which animal is busy trapping others?

Write the title of the poem

LESSON 4

THEME : Our Environment

SUB - THEME: Common animals

CONTENT: Sound / ir/

Learning outcomes:

By the end of this lesson, you should be able to:

- Sound the letters correctly
- Identify words with / ir/ sound
- Form words from the learnt sound
- Blend, spell and write the sound words
- Read the sound words and sentences correctly
- Construct oral and written meaningful sentences using the sound words

Sound / ir/

Introduction

- Roll your hands over each other over your stomach like a mixer and say er-er-er-er
- Say the sound several times to perfect its pronunciation, write the sound in air and on the table and in your book to practice how it is written.
- Blend the sounds and form words, spell, write and read the words
- Construct meaningful sentences using the sound words and read them

Sh-ir -t

birth

dirty

Sk-ir-t

girl

birthday

f-ir-st

dirt

circle

birds

first

Circumcision

skirts

shirt

circumcise

firm

sir

firmly

Now we will make sentences using the learnt words

1. He is wearing a dirty shirt.
2. John wore a red shirt on his birthday
3. The girl has many skirts.
4. He gave birth to three girls.
5. They made a circle during the circumcision ceremony.

Exercise

1. Construct meaningful sentences using the words below

surrounding _____

natural _____

special _____

friends _____

2. Identify the sounds in each word

dirty _____ birth _____

skirt _____ firm _____

3. Underline the given sound in the word

/ir/ birth

/ee/ freedom

/oe/ doe

/ie/ pie

/nt/ environment

4. **Read and draw**

Signpost	animals	teacher

5. **Write the last sound for the given pictures**



Cornerstone

LESSON 5

THEME : Our Environment

SUB – THEME : Common Insects

CONTENT: Reading words from the sub-theme

Learning outcomes:

By the end of this lesson, you should able to:

- Identify common insects in our environment.
- Blend, spell, pronounce and write the words correctly.
- Construct meaningful sentences using the learnt words.
- Read the related words and sentences correctly

Reading words from the sub-theme

Introduction

Start by naming the common animals you know and write their names down.

We are going to read words of the common animals in our environment.

Read ,spell and write the words correctly

bee	fly	mosquito	insects	<i>worm</i>
tsetse fly	butterfly	ant	wasp	<i>flea</i>
grasshopper	spider	cockroach	<i>locust</i>	<i>bedbug</i>

Now construct meaningful oral and written sentences using the learnt words

Examples of Sentences

- A spider has eight legs.
- Mosquitoes spread malaria.
- Bees give us honey.
- Some insects have six legs.
- Sandra got much honey from the beehive.
- Wasps are very dangerous insects.
- A swarm of locusts destroyed all our crops.

Exercise

1. Identify sounds in the words below

- bee
- butterfly
- wasp
- mosquito

2. Fill in the missing letters.

- sp__der
- a__t
- co__ __roach
- grass__ __per

3. Read and draw.

- That butterfly has beautiful colours.
- The mosquito is biting a boy.
- Some insects have six legs
- There is a bee on the leaf.

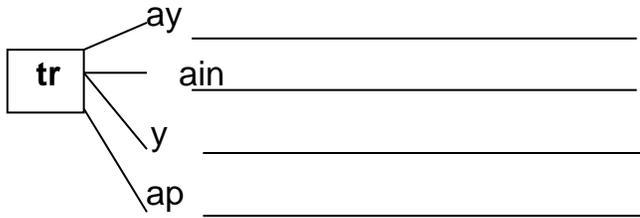
4. Make sentences using the given phrases

bites people: _____

keeps law and order: _____

has six legs: _____

5. Form words



Lesson 6

THEME : Our Environment

SUBTHEME: Common Insects

CONTENT: Reading a poem

Learning outcome:

By the end of this lesson you should be able to:

- Read the poem correctly
- Answer oral and written questions about the poem correctly.

Reading a poem

Introduction

This poem is about ants, it has two stanzas, and the first stanza has got four lines

The second stanza has got three lines, it was written by Alfred.

Guidelines

- Read the poem silently for three times
- Identify the new words and look up their meanings from the dictionary.
- Construct meaningful sentences using the identified new words.
- Read the poem again after you act it with your brother/sister who is with you at home.
- Now read the poem aloud several times then going to answer questions about it
- After reading the poem, you will read the questions about it and answer them orally first then write the correct answers

Let us now read the poem.

Ants Ants Ants

Too tasty for me

Too tasty for you

Too tiresome to pick

From their ant-hills.

Ants Ants Ants

Tasty for old and young people

Picked in afternoons and evenings

Do you enjoy ants like me?

By Alfred

Questions

1. What is the poem about?
2. Where do ants stay?
3. Which insects were talked about in the poem?
4. Which people are the ants tasty for?
5. How many stanzas does the poem have?
6. How many lines does the first stanza have?
7. Who wrote the poem?
8. When are the ants picked?
9. Do you think Alfred likes ants?

LESSON 7

THEME : Our Environment

SUBTHEME: Common plants

CONTENT: sound/ ar/

Learning outcomes:

By the end of this lesson, you should be able to:

- Sound the letters correctly.
- write the letter sounds correctly.
- Identify words with **/ar/** sound.
- Blend the sounds to form correct words.
- Read and write the sound words correctly.
- Construct meaningful oral and written sentences using the sound words
- Write and read the sentences correctly

Sound/ ar/

Introduction

- Open your mouth wide and say ah/ar,say it several times to perfect its Pronunciation
- Write sound /ar/ in the air, on the table and in the book to practice how it is written.
- Sound, blend and form words for the sound, then read and write them in your book.
- Use the words you have written to make oral and written sentences, then read and write them in your book.

Read these words with /ar/ sound.

Sc- ar- f	article	circular
d-ar -k	arsenal	card
j-ar	arcade	are
sh – ar- k	arrest	mark
park	argue	parking
parts	army	far
arm	arise	bark
art	artist	charm
arc	arch bishop	start
arrow	ark	harmful
regular	rectangular	
spark	popular	
farm		
armpits		

You are now going to construct meaningful sentences using the learnt words and practice reading them.

Examples of sentences from the words of /ar/ sound

1. We can buy circular objects like a clock face in an arcade.
2. There are many artists who have big farms.
3. Mark playfully went around the children’s play park.
4. He was arrested for making wrong arguments.
5. The army received many invitation cards to the Arsenal match
6. The article about the popular musician was interesting.
7. He is feeling pain in his arm and armpits.
8. The army helps with the arresting of wrongdoers nowadays.

Exercise

1. Underline /ar/ sound words in the sentences below

The dog barked so loudly when it saw a car parking on the farm.

Mark wrote an article which was the most popular

2. Identify sounds in the words below

armpit _____

millet _____

farm _____

park _____

wood _____

teacher _____

3. Write the first sound for the picture







LESSON 8

THEME : Our Environment

SUBTHEME: Common Plants

CONTENT: Reading words from the subtheme

Learning outcomes:

By the end of this lesson you should be able to:

- Identify common plants in our environment.
- Read words and sentences related to common plants correctly.
- Construct oral and written sentences using the learnt words.
- Write words and sentences related to common plants

Reading words from the subtheme

Introduction

Plants make up a major part of our environment. Other components of the environment include; animals and people.

In this lesson, we are going to look at the common plants in our environment.

Start by looking around your environment and tell the examples of plants that you are seeing

We are now going to read the different words about common plants.

You will blend, read, spell, pronounce and write the words correctly.

bean	peas	green
potato	orange	rice
growth	legumes	leaf
warmth	nodules	harmful
avocado	ripe	mulching
air	vegetation	rot
sunlight	seeds	sour
condition	planting	fruits
cassava	season	food
seed	maize	climbing
millet	plant	plants
sorghum	root	cereals
plant	water	vitamins
mango	irish	carrot

You are now going to construct meaningful sentences using the learnt words and practice reading them.

Examples of sentences from the words of the sub-theme

1. Millet and rice are grown in wetland
2. Some plants have root nodules
3. We get proteins from beans
4. Cereals are very healthy foods
5. We get vitamins when we eat fruits and vegetables
6. I enjoy eating millet posho with dry fish.
7. For plants to grow well they need sunlight, warmth and water.

8. Plants make up the vegetation cover of a place.
9. We went to the market and bought ripe mangoes, oranges and carrots.

Exercise

1. Fill in the missing sounds

pl__nt r__ __t m__ize l__af

2. Read and draw

That is a maize plant.	She is carrying a basket full of millet.

3. Construct correct sentences using the given words.

- a) plant _____
- b) leaf _____
- c) cassava _____
- d) avocado _____

Practice reading the words in the theme word bank

Our Environment

tender	warmth	tiresome
term	nodules	armpits
hyena	stem	sorghum
crested crane	market vendor	rice
lioness	fisherman	wetland
calf	parrot	leaf
first	monkey	computer
tsetse fly	suckling	feather
honey	cubs	beautiful
butterfly	fire	roars
article	malaria	kraal
arrested	biting	hire

mosquito
insects
cockroach
argue
buffaloes
avocado
millet
basket
flower
mixer
leopard
ostrich
bleats
barking
birth
bees
wasp
spider
arcade
artist
maize
proteins
destroy
roots
weeding
branches
gardening
staking

LESSON 9

THEME : Our Environment
SUBTHEME: common plants
CONTENT: Reading the dialogue

Learning outcome:

By the end of this lesson, you should be able to:

- Read the dialogue correctly
- Answer oral and written questions from the dialogue correctly

Reading the dialogue

Introduction

- Read the dialogue silently, identify new words, look out for their meanings.
- Construct meaningful sentences using the new words.
- Read it loudly several times to make sure that you have understood it, after you will read the questions and practice answering them orally and in written.

“Plants in the Garden”

Old man: Hullo young boy, can you help me?

Andrew: Yes , please what is the matter?

Old man: The monkeys are spoiling my crops, I had planted maize, bananas, millet and peas but now the garden is almost finished.

Andrew: Oh ! Sorry, did you fence your garden?

Old man: Yes, I fenced it.

Andrew: What did you use?

Old man: I used acacia poles and barbed wires

Andrew: Okay , let us try to go and chase them

Old man: Thank you, my son

Andrew: You are welcome

Questions

1. What is the dialogue about?
2. How many people are in the dialogue?
3. Who are the people taking part in the dialogue
4. What do monkeys spoil?
5. Who talked first?
6. Which plants are in the old man's garden?
7. What did he use to fence his garden?
8. Write the title of the dialogue

END OF THEME TEST

1. Separate the words

planting _____

elephant _____

sister _____

2. Construct correct sentences using the given words

Monkey

Cassava

plant _____

Grasshoppers

3. Form words on these sounds

/er/ _____

/sp/ _____

/igh/ _____

/ow/ _____

Roll your hands over each other like a mixer and say er-er - er –er say the sound several times to perfect its pronunciation, write the sound in air, on tables then in the book to practice how it was written.

- Blend the sounds to form words.
- Pronounce, spell, read and write the words.
- Make meaningful sentences using the learnt words and read them

For example

Ur-b-a-n

h-ur- t

ch-ur-ch

Thursday	burger	murderer
urban		curl
urgue	burden	Curriculum
nurse	curtain	furniture
turn	bursar	further
curve		burn
Current	burrow	
burnt		

Examples of sentences with the learnt sound words

- The school bursar and the nurse stay in the urban centre
- That the place where good curtains and furniture are being sold
- I shall visit that church on Thursday
- The taxi turned so badly at the curve of the road.

Exercise

1. Form words from the sounds below

|er| _____

|ar| _____

|ur| _____

2. Make meaningful sentences using the given words below

burnt _____

murder

nurse _____

Thursday

chalkboard _____

3. Write down 5 consonant letters

4. Show the sounds in the words

nail _____

curtain _____

hurt _____

spoil _____

pie _____

church _____

5. Write the first sound for each word.

thursday _____

urban _____

church _____

6. How many vowel letters are in the word

plant _____

furniture _____

